



SATCHEL FORD ROAD ELEMENTARY

5901 Satchel Ford Road
Columbia, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 648 Students | |
| Principal | Connie Alley | 803-738-7209 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Vince Ford | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Excellent |
| 2008 | Excellent | Below Average |
| 2007 | Good | Average |
| 2006 | Good | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

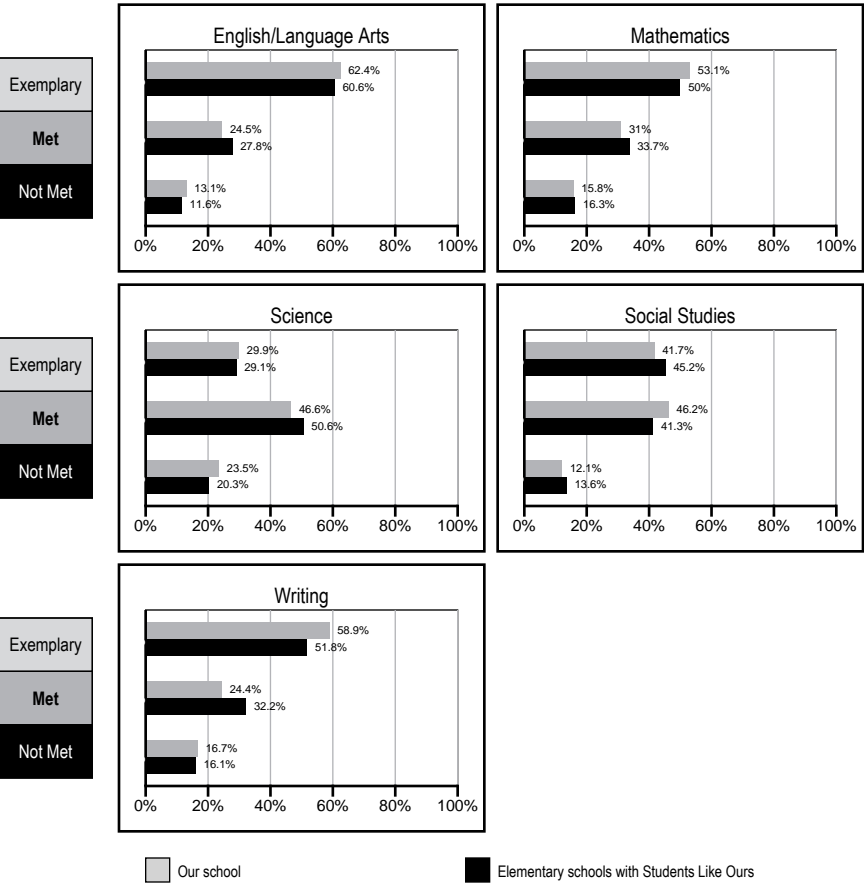
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 18 | 3 | 1 | 0 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|---------------|-----------------------|--|--------------------------|
| Students (n=648) | | | | |
| First graders who attended full-day kindergarten | 90.7% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 1.7% | Up from 1.2% | 0.7% | 1.2% |
| Attendance rate | 96.2% | Up from 95.9% | 96.4% | 96.1% |
| Eligible for gifted and talented | 35.9% | Up from 33.8% | 28.2% | 11.7% |
| With disabilities other than speech | 9.1% | Up from 9.0% | 5.6% | 8.0% |
| Older than usual for grade | 0.0% | Down from 0.5% | 0.3% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.3% | 0.0% | 0.0% |
| Teachers (n=46) | | | | |
| Teachers with advanced degrees | 63.0% | Down from 65.2% | 62.8% | 60.5% |
| Continuing contract teachers | 71.7% | No Change | 91.1% | 84.6% |
| Teachers with emergency or provisional certificates | 2.6% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 87.4% | Up from 85.2% | 89.5% | 87.0% |
| Teacher attendance rate | 94.6% | No Change | 95.5% | 95.4% |
| Average teacher salary* | \$51,329 | Up 1.6% | \$50,049 | \$47,288 |
| Professional development days/teacher | 10.7 days | Down from 13.7 days | 10.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.3 to 1 | Up from 19.1 to 1 | 21.5 to 1 | 19.2 to 1 |
| Prime instructional time | 90.3% | Up from 90.0% | 92.6% | 90.8% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.5% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Below Average | Down from Average | Excellent | Excellent |
| Dollars spent per pupil** | \$7,924 | Down 2.3% | \$6,851 | \$7,548 |
| Percent of expenditures for instruction** | 78.6% | Down from 79.4% | 71.4% | 68.7% |
| Percent of expenditures for teacher salaries** | 72.9% | Down from 73.0% | 69.2% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The staff at Satchel Ford continues to strive to improve the academic achievement for all students. The focus on improving student writing was continued during the 2009-2010 school year with special emphasis on student conferencing. Teachers participated in year-long professional development to support their growth and understanding of the teaching of writing and student conferencing.

Through a survey conducted by our School Improvement Council (SIC), the need to improve the kindergarten playground was established. PTO undertook this project and, with district support, has approved a renovation project that includes the removal of current structures, grading to improve drainage, construction of a concrete tricycle path, and the installation of new equipment. The project is anticipated to be completed by August 2010.

Since 2004, Satchel Ford has been recognized as an Arts in Basic Curriculum (ABC) School by the South Carolina Arts Commission and continues to be awarded this designation through a grant-writing cycle. Satchel Ford has been a five year recipient of the SC State Department of Education's Distinguished Arts Program (DAP) grant. Grant money was designated to book Artists-in-Residencies to teach an art form in each grade level.

For the third consecutive year, the second grade wrote its own opera, "Extinction!" Under the direction of Nicholas Smith, the former conductor of the SC Philharmonic, students wrote choral poems and lyrics to songs, created and choreographed dances, and developed instrumental percussion pieces to exemplify the need to take care of our world. Students at Ash Grove Elementary School in Macclesfield, England, who previously worked with Nicholas Smith, viewed our live performance and talked with our students at the conclusion of the performance.

The first grade students performed an original musical play, "The Wolf," written by our music teacher. The play included dance as well as drama and singing. All other grade levels participated in their traditional performances that incorporate all aspects of the arts.

A steel drum band was started in the Braves Aftercare program for students in grades 3-5. The twenty-five member band performed for a variety of school and community events. In addition, an after-school dance club, started by our dance teacher, performed at PTO meetings, as well as district sponsored events.

Students and staff participated in a "Helping Hands for Haiti" fundraising campaign, as well as the American Cancer Society's Relay for Life.

For the 2010-11 school year, the faculty has decided to continue to focus on the teaching of writing and reading as the primary areas for improvement. Teachers will continue to use the work of Lucy Calkins, the founding director of Columbia University's Teachers College Writing Project and the work of Stephanie Harvey, the author of Comprehension Toolkit, as they teach students reading strategies.

Thomas Kepley, SIC Chairperson

Connie D. Derrick, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 44 | 121 | 93 |
| Percent satisfied with learning environment | 93.2% | 85.6% | 91.1% |
| Percent satisfied with social and physical environment | 97.7% | 80.8% | 93.3% |
| Percent satisfied with school-home relations | 100.0% | 89.2% | 84.8% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.8% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.2% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 358 | 100 | 14.2 | 24.2 | 61.7 | 89.7 | 78.2 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 163 | 100 | 14.9 | 22.7 | 62.3 | 89 | 74.7 | 80.1 | N/A | N/A |
| Female | 195 | 100 | 13.5 | 25.4 | 61.1 | 90.3 | 81.6 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 227 | 100 | 7.2 | 17.5 | 75.3 | 95.1 | 93.3 | 89.6 | Yes | Yes |
| African American | 118 | 100 | 29.8 | 40.4 | 29.8 | 77.9 | 74.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 84.2 | 92.7 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 80.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 46 | 100 | 54.3 | 28.3 | 17.4 | 52.2 | 45.3 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 77.9 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 110 | 100 | 31.6 | 39.8 | 28.6 | 75.5 | 73.1 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 358 | 100 | 16.8 | 30.7 | 52.5 | 87.6 | 72 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 163 | 100 | 14.3 | 29.9 | 55.8 | 87.7 | 70.3 | 78.4 | N/A | N/A |
| Female | 195 | 100 | 18.9 | 31.4 | 49.7 | 87.6 | 73.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 227 | 100 | 7.2 | 25.6 | 67.3 | 94.6 | 90.2 | 87.8 | Yes | Yes |
| African American | 118 | 100 | 37.5 | 42.3 | 20.2 | 72.1 | 67 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 88.4 | 93.5 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 77.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 46 | 100 | 52.2 | 34.8 | 13 | 52.2 | 34.8 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 80 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 110 | 100 | 35.7 | 45.9 | 18.4 | 72.4 | 65.9 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 238 | 99.6 | 23.9 | 46.4 | 29.7 | 76.1 | 56.5 | 67.3 |
| Gender | | | | | | | | |
| Male | 104 | 100 | 24.7 | 41.2 | 34 | 75.3 | 56.1 | 66.9 |
| Female | 134 | 99.3 | 23.2 | 50.4 | 26.4 | 76.8 | 56.8 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 152 | 99.3 | 10.9 | 52.4 | 36.7 | 89.1 | 86.3 | 79.6 |
| African American | 78 | 100 | 52.9 | 35.3 | 11.8 | 47.1 | 48.2 | 49.7 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 76.2 | 84.4 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 64.9 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 32 | 96.9 | 67.7 | 25.8 | 6.5 | 32.3 | 23.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | I/S | I/S | I/S | I/S | 62.7 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 74 | 100 | 59.4 | 29.7 | 10.9 | 40.6 | 46.5 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students | 235 | 99.6 | 12.9 | 45.8 | 41.3 | 87.1 | 64 | 70.9 |
| Gender | | | | | | | | |
| Male | 111 | 100 | 12 | 37 | 50.9 | 88 | 61.9 | 70.1 |
| Female | 124 | 99.2 | 13.7 | 53.8 | 32.5 | 86.3 | 66.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 153 | 100 | 5.3 | 40.8 | 53.9 | 94.7 | 86.9 | 79.2 |
| African American | 75 | 98.7 | 30.3 | 56.1 | 13.6 | 69.7 | 57.7 | 58.4 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 82.1 | 86.8 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 67.6 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 30 | 96.7 | 41.4 | 41.4 | 17.2 | 58.6 | 31.7 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 65.2 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 72 | 98.6 | 32.3 | 56.9 | 10.8 | 67.7 | 56.5 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 357 | 98.9 | 16.7 | 24.4 | 58.9 | 83.3 | 63.4 | 72.1 | 96.2 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 162 | 99.4 | 19 | 28.1 | 52.9 | 81 | 56.3 | 65.2 | 95.9 | 95.7 |
| Female | 195 | 98.5 | 14.8 | 21.3 | 63.9 | 85.2 | 70.4 | 79.2 | 96.4 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 226 | 99.6 | 7.7 | 20.7 | 71.6 | 92.3 | 86.2 | 80.8 | 96.4 | 96 |
| African American | 118 | 98.3 | 36.9 | 31.1 | 32 | 63.1 | 57.3 | 59.7 | 95.9 | 95.9 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 81.1 | 87 | 95.2 | 96.2 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 62.9 | 64.6 | 93.8 | 95.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 93.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 93.3 | 59.5 | 28.6 | 11.9 | 40.5 | 21.1 | 27.7 | 95.3 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | 60.7 | 63.7 | 94.9 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 110 | 98.2 | 42.3 | 28.9 | 28.9 | 57.7 | 55.2 | 61.9 | 95.3 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 109 | 100 | 11.3 | 17 | 71.7 | 88.7 |
| | 4 | 125 | 99.2 | 8.5 | 28 | 63.6 | 91.5 |
| | 5 | 116 | 100 | 7.2 | 29.7 | 63.1 | 92.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 118 | 100 | 10.9 | 17.3 | 71.8 | 89.1 |
| | 4 | 115 | 100 | 17.3 | 29.1 | 53.6 | 82.7 |
| | 5 | 124 | 100 | 13.6 | 26.3 | 60.2 | 86.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 109 | 100 | 14.2 | 28.3 | 57.5 | 85.8 |
| | 4 | 125 | 99.2 | 4.2 | 36.4 | 59.3 | 95.8 |
| | 5 | 116 | 100 | 9.9 | 27 | 63.1 | 90.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 118 | 100 | 16.4 | 28.2 | 55.5 | 83.6 |
| | 4 | 115 | 100 | 15.5 | 28.2 | 56.4 | 84.5 |
| | 5 | 124 | 100 | 17.8 | 35.6 | 46.6 | 82.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 55 | 100 | 24.5 | 49.1 | 26.4 | 75.5 |
| | 4 | 125 | 99.2 | 13.6 | 52.5 | 33.9 | 86.4 |
| | 5 | 58 | 98.3 | 14.5 | 58.2 | 27.3 | 85.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 59 | 100 | 28.8 | 34.6 | 36.5 | 71.2 |
| | 4 | 115 | 100 | 22.7 | 51.8 | 25.5 | 77.3 |
| | 5 | 63 | 100 | 21.7 | 46.7 | 31.7 | 78.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 54 | 100 | 3.8 | 39.6 | 56.6 | 96.2 |
| | 4 | 125 | 99.2 | 9.3 | 42.4 | 48.3 | 90.7 |
| | 5 | 59 | 100 | 10.7 | 30.4 | 58.9 | 89.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 59 | 98.3 | 12.3 | 40.4 | 47.4 | 87.7 |
| | 4 | 115 | 100 | 13.6 | 49.1 | 37.3 | 86.4 |
| | 5 | 61 | 100 | 12.1 | 44.8 | 43.1 | 87.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 109 | 99.1 | 12.4 | 18.1 | 69.5 | 87.6 |
| | 4 | 125 | 98.4 | 11.1 | 38.5 | 50.4 | 88.9 |
| | 5 | 116 | 98.3 | 8.3 | 30.3 | 61.5 | 91.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 118 | 98.3 | 13.8 | 19.3 | 67 | 86.2 |
| | 4 | 116 | 98.3 | 22.9 | 23.9 | 53.2 | 77.1 |
| | 5 | 123 | 100 | 13.6 | 29.7 | 56.8 | 86.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample